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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN AFRICAN HISTORY

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JC 690 414

AFRICAN HISTORY SET # 1

VI. Organization of Each Unit of Instruction.

A. The student will know the main geographical features of Africa.

2 The student will appreciate the role of ecology in African culture.

3 The student will know the main divisions of African peoples.

4 The student will understand the role of trade in the formation of African states.

5 The student will appreciate the significance of political organization in African states.

6 The student will learn the major changes in African life from the 9th to the 19th Centuries.

7 The student will learn the major polical and social developments in Africa in the 19th Century.

8 The student will know the history of European imperialism in Africa.

9 The student will know the effects of European colonialism on African society.

10 The student will understand the nature of African resistance to European domination.

11 The student will know the major features of the African independence movements.

B.1 Given a list of geographical regions and ecological features and a list of 25 names the student will correctly match at least 20 names with the descriptions in 25 minutes.

2 Given a map of Africa showing only major watercourses the student will correctly identify 15 cities, rivers and geographical regions from a list of 25 in 25 minutes.

3 Given a list of 25 questions relating to common types of economic activity in traditional African societies the student will identify the type of economic activity involved from a multiple choice list with an accuracy of 80% in 45 minutes.

4 Given 25 short descriptions of traditional societies the student will identify the tribal grouping with 80% accuracy in 60 minutes.

5 Given a paragraph descriptions of three African Empires before 1800 the student will answer a series of 5 multiple choice questions on each description regarding the role of trade and taxation in these empires. The answers will be 80% accurate and will be completed within one hour.

6 Same as 5 above except the questions will relate to political questions rather than economic.

7 Given twenty-five true-false questions on events in Africa between the 9th and the 19th Centuries the student will answer 80% correctly within 40 minutes.

8 Given a list of 25 proper names of individuals and institutions of importance between the 9th and 19th Centuries the student will correctly match, within 40 minutes, 70% of these names with a list of events.

9 Given a description of three political problems faced by African rulers in the 19th Century, including economic change, foreign incursions, and internal security, the student will give short answers describing how these problems affected the government of four given African rulers. The objective will be obtained when the student identifies any one major relevant affect on the government of each of the four rulers under each problem. 60% of the responses are expected to meet this criteria.

10 The remaining objectives will be graded similarly.

AFRICAN HISTORY OBJECTIVES SET # 2

Specific Course Goals:

1) The student will be able to recognize the major figures and events of African history.

2) The student will be able to understand the major themes of African history.

3) The student will know one major theme or event of African history in depth.

Course Objectives:

1) With given descriptions in class, the student will respond with the correct name or event in African history that corresponds with the description. 20 out of 25 correct responses will constitute the minimum level of achievement for the objective.

2) In a 500-800 word essay to be written in class the student will discuss the current theories on the development and spread of the Bantu language family in Africa. A 70% coverage of the problem with accuracy and evidence of reflective thinking will be considered the minimum level of achievement.

3) Outside of class the student will write a 7-10 page, double-spaced paper utilizing not less than five outside sources on one of the following subjects: The Effect of Colonialism on Modern African State Stability; The Comparison of Any Two African Rebellions Against Colonial Rule (Maji-Maji, Mau-Mau, Ndebele-Shona, 1906 Zulu); The Rise of the Shona Kingdoms; or the Stimulous of Long-Distance Trade on the State Formation of the Akan, Nyamwezi or Imbangala. A 70% coverage of the problem with accuracy will be considered the minimum level of achievement of the objective.

ORGANIZATION OF THE UNITS OF INSTRUCTION:

A) Introduction to African History:

1) African Introduction: Geologic, Geographic Linguistic.

The major concepts to be covered in the unit are the Gonawanaland Theory, the geologic evolution of Africa, the major geographic features of Africa and the basic groupings of African languages.

The goal of the unit is that the student have a fundamental knowledge of the geologic, geographic and linguistic characteristics of Africa.

In class the student will recognize from given descriptions the major geologic, geographic and linguistic features of Africa. In a short answer quiz the student will correctly identify 27 out of 40 items for the minimum criteria of achievement.

The activities of the unit include a programed instructional unit on linguistics and readings from Gailey (refer to required texts) pages 4-23.

A) Introduction to African History (continued):

2) Historical Introduction.

The major concepts to be covered in the unit are the metaphysical concepts of history, historical methodology, and the study of history in Africa.

The goal of the unit is that the student will be able to realize the various levels of abstraction in the study of history, the means of historical study and the problems of historical reconstruction in Africa.

In class the student will be able to identify from given descriptions the various levels of historical abstraction, list the steps of empirical deduction and list the sources of data available for African historical reconstruction. A 70% correct completion of the objective is the minimum criteria level.

The activities of the unit include the programmed instruction of the methods and uses of $Carbon_{14}$ in African history and the optional reading of Vansina (1964) pages 59-90.

3) The Pre-History of Africa:

The major concepts to be covered in the unit are the evolution of the early interglacial primates in Africa, the early developments of man as seen through archaeological reconsturction and the development of the Negro.

The goal of the unit is that the student will have an awareness of the theories of evolution for humans and primates in general.

In class the student will be able to list chronologically the early men found in Africa and briefly note the significance of each. A 70% correct completion of the objective will be considered the minimum criteria.

The activities of the unit include the optional reading of Oliver and Mathew pages 23-35 and Gailey pages 26-27.

A) Introduction to African History (continued)

4) Agriculture, Iron and Outside Contact:

The major concepts to be included in the unit are the influence of Egypt and Meroe on tropical Africa, the extent of outside contact with Africa in early historic times and the debate between indiginous vs. diffusion development in African history.

The goal of the unit is that the student have some cognizance of the arguments between the indiginous Africanists vs. the diffusionists in African historical development.

In class the student will list three factors supporting the diffusionist theory and three for the indiginous development concept of African history. 4 out of 6 correct responses is the minimum criteria level.

The activities of the unit include reading Oliver and Fage pages 23-43, Gailey 28-29 and Vansina 14-18.

5) Migrations:

The major themes to be dealt with in the unit are mass movements of people into the West African forests during the post-pluvial period, the migrations of the Bantu speakers to the Mefacane and the Arab "Invasions".

The goal of the unit is that the student be aware of the migration movements in African history and know their relative importance.

The student in class will list five of the major migrations in African history and then relate five major results of one of the migrations. 7 out of 10 correct responses is the minimum criteria level.

Activities of the unit include reading from Oliver and Mathew 80-83, Ade Ajayi 30-33, Gailey 30-31 and Omer-Cooper 9-23.

A) Introduction to African History (continued)

6) Spectrum of African State Systems:

The major concepts of the unit are the methods of studying social organization and the wide spectrum of social control systems in Africa.

The major goal of the unit is to create an awareness in the student of the wide variety of state systems (social control systems) in Africa.

The student in class will be given a list of names of African societies; he will rank them in order of their centralization and in a few words will describe the major feature of social contol of each society. A 60% accurate completion of the objective is the minimum criteria level.

The activities of the unit are reading Ottenberg 28-57, 116-137and Hanna 60-82.

B) History of Africa Before 1900:

1) The Sudanic West African Kingdoms:

The major themes of the unit are the rise and fall of the Empires of Ghana, Mali, Songhai, Hausa and Kanem-Bornu, the influence of trade and the introduction of Islam into West Africa.

The major goal of the unit is to create in the student an awareness of the major factors influencing the development of the West African Sudanic Empires.

In class the student will list five major factors which strongly influenced the strength and stability of Songhai. 80% correct responses will be the minimum criteria level.

The activities of the unit will include readings from Davidson (1966) 27-91 and Ade Ajayi 55-112.

B) History of Africa Before 1900 (continued):

2) Songye-Luba-Lunda Complex:

The major concepts of the unit are the processes of historical reconstruction with very few written sources and development, interaction and growth of the Luba-Lunda complex before the colonial period.

The major goal of the unit is to give the student an insight into the potentialities of historical reconstruction with the tool of oral tradition. A secondary goal would be the creation in the student of an awareness of long-distance trade as a factor in state development. and the impact of European coastal traders on the interior state systems of Africa.

The student will in class list three weaknesses of the use of oral tradtion in history and five alternate means ofestablishing the validity of the oral tradition. Given descriptions of major trading states in the region, the student will correctly name 4 out of 7 descriptions. Concerning the objective on oral tradtion, 75% correct responses will be the minimum criteria level.

Activities for the unit include readings from Birmingham 1-21 and 64-78, Vansina (1966) 70-98.

3) Shona-Rozwi-Montapa Complex

The major concept of the unit is the question of indiginous vs. exterior influence on the development on the Shona Empires of Central Africa.

The goal of the unit is to formulate in the student's mind the various arguments on both sides of the indiginous development-external influence conflict over the formation of the Shona Empires.

The student will in class list five items that support each side of the internal-external influence on the Empire formation of the Shona. 7 out of 10 correct responses will be considered the minimum criteria level.

Activities for the unit include reading Fagan pages 65-152 and Stokes and Brown pages 3-26.

B) History of Africa Before 1900 (continued):

4) The Mefacane and Defacane:

The major concepts of the unit are the factors leading to the rise of Shaka and the Zulu Empire and the impact of the resulting mefacane splintering of warrior age-sets and refugees thoughout east and south Africa.

The major goal of the unit is to have the student understand the basic processes that led to the formation of the Zulu Empire and the impact of the Mefacane on Africa.

The student will in class list five major factors leading to the rise of Shaka among the Nguni and given names of regions and of Mefacane or Defacane leaders, he will match the leaders with the region where they had significant influence. 4 of the factors leading to the rise of Shaka and 60% correct matchings will be the minimum achievement level.

The activity for the unit is the reading of Omer-Cooper's The Zulu Aftermath especially 1-8, 24-33, 64-86, and 186-183.

5) South Africa: British, Afrikaaners and Africans:

The major concepts to be covered in the unit are the backround to the conflict between the British, Afrikaaners and the Africans, the reasons for the Great Trek and the events leading up to the Second South African War of Independence (the Boer War).

The goals for the unit of instruction are that the student be aware of the factors involved in the three way conflict between the Africans, British and the Afrikaaners, the Great Trek and the "Boer War".

The student in class will list five factors leading to the Great Trek of the Voortrekkers and three major factors for the cause of the "Boer War". 6 out of the 8 correct responses will be considered the minimum level of achievement.

The activities for the unit include reading Oliver and Fage pages 160-170 and 192-195.

B) History of Africa Before 1900 (continued):

6) The Forest Kingdoms of West Africa:

The major concepts to be included in the unit are the factors for the rise to power of the Empires of Oyo, Benin, Dahomey and Ashanti and the influence of the Europeans on the coast on the Forest Empires.

The goal of the unit is to create in the student an understanding of the major factors involved in the growth, decline or longevity of the forest kingdoms.

The student will in class note five factors leading to the decline of Oyo and five factors leading to the rise of Ashanti as a major power in West Africa. 7 correct resonses will constitute the minimum criteria.

The activities of the unit are readings of Adu Boahen pages 69-77 and 82-103 and Ade Ajayi pages 165-174, 186-200, 248-261.

7) Long-Distance Trade in Africa:

The major concept of the unit is the impact of Long-Distance trade on the indiginous state systems of Africa: the trans-Saharan and European coastal trade in West Africa, the trade alcng the Congo and Angolan coasts, the Arab and European trade along the East Coast and the interior trading systems.

The goal of the unit is to give the student an awareness of the impact of long-distance trade on Africa.

The student will write outside of class a paper of from five to ten pages in length discussing the impact of long-distance trade on the region of his choise and utilizing a minimum of five outside sources of data. A 70% coverage of the subject with accuracy will be considered the minimum criteria level.

To follow the lectures given in class the student may read Adu Boahen pages 103-113, Ade Ajayi pages 233-248, Oliver and Page 92-134, Birmingham 133-161, Vansina (1966) 180-208.

History of Africa Before 1900 (continued):

8) The Fulani Revolution and Usman dan Fodio:

The major concepts to be presented in the unit is are the overall impact of Islam on West Africa and the major factors involved in the West African Jihads of the early Nineteenth Century.

The goal of the unit is that the student be made aware of the Islamic influence in West Africa and the basic factors leading up to the Fulani Rebellion under Usman dan Fodio.

The student will answer in class ten true or false questions on the impact of Islam on West African societies. A minimum of 6 correct answers is required. The student will also list five major factors on the causes of the Fulani Revolution led by dan Fodio with 3 correct answers being the minimum criteria level.

The activities of the unit other than the lecture include reading Adu Boahen pages 38-52, Oliver and Fage 151-155, Ade Ajayi 262-277.

9) Abolition and Exploration:

The major theme of the unit is the increasing involvement of the Europeans into African affairs with the abolition movement, the humanitarian revival, the industrial revolution and the era of exploration all increasing the contact between Europe and Africa.

The goal of the unit is to give the student a grasp of the factors leading to an increased level of contact between Europe and Africa.

Given in class the sources of motivation and the major events of the first half of the Nineteenth Century of increasing European contact with Africa, the student will match the sources and events. A 60% level of accuracy will be the minimum criteria of the unit.

The lecture is based upon Ade Ajayi 359-369, Mannix 171-190, Adu Boahen 113-126 and P. Curtin's Image of Africa; readings to supplant the lecture may be taken from these sources.

C) Colonialism and Independence: Africa After 1900:

1) The Scramble and African Reactions to It:

The major concepts of the unit are the reasons for the European Scramble for African territory and the backround to the variety of African responses to the impostion of foreign domination.

The goal of the unit is that the student will acquire a basic knowledge of the events that shaped the European drive for colonialism and the backround to the spectrum of African responses to colonial rule.

The student will in class list five reasons for the rapid acqusition of African territory by Europe in 1884. Given the names of major tribes the student will note the type of response each tribe made to the impostion of colonial rule. A 60% correct response will be the minimum criteria level.

The unit lecture will be based on Winks' British Imperialism, Adu Boahen 127-133, Oliver and Fage 181-196, Bascom and Herskovits 130-167; the student may consult these works in addition to the required readings.

2) The Great Rebellions:

The major theme of the unit are the rebellions against colonial rule at the turn of the century: the Maji-Maji Rebellion, the Ndebele-Shona Rebellion and the 1906 Zulu Uprising.

The goal of the unit is that the student have an awareness of the extent of some of the early violent reaction against European rule and the reasons why it occurred in some regions and not in others.

For the unit objective the student will write out side of class a 3-5 page paper comparing a region that revolted against colonial rule with one that did not concentrating on the possible reasons for the response of each. A 70% accurate coverage of the data will be the minimum criteria level.

The lecture will be based on Stokes and Brown xxli-xxxv, 28-46, 94-134, 352-376 and T.O. Ranger's Revolt in Rhodesia, for his paper the student can start with these sources

C) Colonialism and Independence (continued):

3) Colonial policies:

The major concepts to be covered in the unit are major colonial policies of the European powers in their African rule and the backround to their formation. The unit to follow will concentrate upon the African reactions to the colonial policies.

The goal of the unit is to have the student understand the basic premises behind the colonial policies of the European powers.

The student will in class list five major considerations that the European rulers deemed of paramount importance in their African rule. 4 correct responses will be considered the minimum criteria level.

The lecture for unit will be based upon Ade Ajayi 380-450 and Harlow and Chiver History of East Africa, the student may consult these in addition to readings from the required list: Oliver and Fage 196-225 and Adu Boahen 134-145.

4) Nationalist Reactions:

The major concept of the unit is the development of "Nationalism" in Africa in response to foreign domination.

The goal of the unit is to have the student become aware of the factors involved in the African nationalist reaction to European domination.

The student will in class list five factors in the African nation of his choise that led to the development of a nationalist movement for self-rule. 3 correct responses will be considered the minimum criteria level.

The lectures for the unit will be based on Hanna 150-253, Ade Ajayi 451-474 and Crowder 253-288; the student may read these sources beside the required reading Adu Boahen 146-155and Oliver and Fage 226-238.

C) Colonialism and Independence (continued):

5) The Move for Independence:

The major concepts to be presented in the unit are the basic drives behind the move for independence from European rule and the wide spectrum of means to attain independence that developed within Africa.

The goal of the unit is that the student attain someunderstanding of the processes involved in the move for independence and be aware of the spectrum of means used to attain independence.

The objective of the unit is that the student will in class rearrange a given list of African organiztions of a single country in chronologic order that led eventually to the full move for political independence. 50% correct responses will be the minimum achievement level.

The lectures of the unit will be based on Hanna 1-48, 150-253 and Emerson and Kilson The Political Awakening of Africa 1-103. For additional readings other than Oliver and Fage 226-253, the student may consult the above mentioned works.

6) The Period of Coup d'etats:

The concepts of the unit are the current problems faced by the newly independent nations of Africa: inter-tribal integration, political stability and economic development.

The goal of the unit is that the student have an awareness of some of the current major problems of Africa.

In a class discussion concerned with the current major problems of Africa, the student will contribute one relevant and useful comment to the discussion for the minimum criteria level of the objective.

For participation in the discussion, the student may read the basic texts for the accompanying lecture: Emerson and Kilson 104-169 and Hanna 372-529.